# THE SOUTH INDIAN TEACHER

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# 33rd ALL INDIA EDUCATIONAL CONFERENCE, CHANDIGARH

## PRESIDENTIAL ADDRESS

K. L. SHRIMALI, M.A., Ph.D.,
*Education Minister, Government of India.*

I am grateful to you for the honour you have done me by inviting me to preside over the 33rd All India Educational Conference. I am fully aware of the magnitude of this task as also of my limitations. Being sure of your co-operation, however, I have accepted this responsibility and I approach this task in all humility. I am not a stranger to this Conference. There are many among you whom I have known for more than two decades and with whom it has been my privilege to work together as a fellow-worker. This Conference has been instrumental in bringing together educators from the different parts of the country and by focussing their attention to the problems which confront them from time to time has developed among them a sense of unity and purpose. In a period of transition when there are no beaten tracks to be followed, the task of the educators becomes difficult. It is the responsibility of this Conference to give them a proper lead so that they may succeed in giving proper guidance to the younger generation.

Indian education today is at the cross-roads. As changes take place in our social, political and economic life, the educational system must also undergo transformation. At a time when society undergoes rapid changes, education which has a social purpose cannot remain indifferent to these changes. In fact, it has to become to some extent instrumental in bringing about the desired changes. It is only by becoming responsive to social change that the educational system can retain its vitality.

India is gradually but steadily moving towards science and technology. This movement has been greatly accelerated since Independence. A large number of scientific laboratories and technological institutions have been set up and students in great numbers are attending courses in science and technology. The growth of science and technology is bound to produce far-reaching changes in the attitudes and habits of people and transform our social institutions. Among the educated people there is already a loss of faith in religion. It has lost its hold over many young men and women who come out of the Universities. In their thinking and daily activities religion plays a marginal role. A civilization which has been the nursery of some of the most important religions of the world is becoming secular under the impact

of science. Here the question naturally arises: Will India turn its back altogether on its old religious tradition in quest of science and purusit of material comforts? It is difficult to answer this question since the future cannot always be predicted. It is, however, possible to some extent to shape the course of events and it is towards this end that education must constantly strive.

Secularism does not mean that individual persons in their personal lives should remain indifferent towards moral and spiritual values. A secular State does not aim at the annihilation of religion. It only remains neutral towards religious matters and would neither interfere with a man's creed nor would it use the machinery of the State for the propagation of any particular religion. A secular State may emphasise moral and spiritual values and still remain indifferent towards particular religious creeds or dogmas. In fact, a democratic society which respects the dignity of the human personality is based on a deep and abiding faith in moral and spiritual values.

With the growth of the scientific spirit, it is natural that people should develop aversion towards that religion which is associated with bigotry and intolerance. Science is opposed to all kinds of dogmas whether they are religious or political. It overturns all kinds of orthodoxies based on caste or creed. It is opposed to authoritarianism and political conformism. It strikes against rigidity and social stratification. It is, therefore, bound to uproot many of our cherished beliefs and social institutions. We need not have any regrets for this loss provided science develops at the same time a positive faith in those moral and spiritual values which are the roots of democratic life. It is necessary to stress this point lest the one-sided development of science and technology should cramp human life within the narrow value scale of economics. It is only by keeping before us the spiritual conception of the human personality that we can make proper use of science and technology for the ends of individual life and not allow the individual to be used as an instrument for the purposes of power. With the rise of the arc of material wealth and prosperity, the arc of inner, social and moral vigour should not go down. It is here that the educator has to play his distinctive role. While the spirit of science should be all-pervasive in our schools and colleges and the students must learn how to use their minds, it is the responsibility of the educators to ensure that they are not dehumanized in their pursuit of science and technology. Society needs scientists and technologists, but more than that it needs good human beings who are sensitive to the beauty as well as to the tragedy of life. Education must aim at developing the whole person. It must certainly sharpen knowledge but it should not ignore the important task of fashioning beliefs among the youth. This should be achieved not by reverting to the teaching of philosophic and religious views which have no relevance to the problems of the modern world but by providing opportunities for productive living and creating among the students a sense of social responsibility.

In our country, scientific work is confined mostly to the laboratories. Science has exercised very little influence in the everyday life of the people. We can find the most modern scientific and technological institutions co-existing side by side with social institutions based on orthodox beliefs and superstitions. For the proper growth of scientific thought it is essential to make science all-pervasive. Science must be utilised for the improvement of the physical and social environment so that it may provide more congenial atmosphere for the development of human personality. This can be done only when the gap which exists between the everyday life of the common man and that of the scientist is bridged

and new creative energy and imagination released for social planning.

One of the greatest obstacles to the growth of science is the rigidity of the social structure. The spirit of science flourishes in an atmosphere of freedom and requires free communication. It is not just a coincidence that the liberation of man has gone side by side with the development of science. Science and democracy draw inspiration and support from each other. It is true that great scientific developments have also taken place in totalitarian countries under the control and direction of the State, but ultimately either the spirit of free inquiry must triumph or it must be repressed. The spirit of science cannot flourish in a closed society.

A hierarchical society like ours which lacks mobility has a repressive effect on science. Recently, there has been some movement within the middle area and as a result of expansion of public education there is an upward trend towards the middle class and within it from one stratum to another. The children of lower middle classes are able to receive college education and have better income position and more power than their fathers and grandfathers had enjoyed. There is some mobility within the middle classes but it is still difficult to rise from the ranks of the farmers and unskilled working classes at the bottom of the income pyramid to the top. At the top there is continuity of class by which a son inherits the enormous advantage of his father's position. The children of the farmers and workers have no school facilities. Even if they manage to go to some primary school, the conditions of schools are so miserable that they can hardly compete with the children of the upper classes. Very often they leave the school at an early age to give some support to the family and they never get back to the schools. These boys therefore can never hope to reach the highest rung of the ladder which is open only to the children of the privileged class.

How can science flourish in a society in which the majority of the people are doomed to a life of stagnation, poverty and ignorance? A rigid and stratified class structure cripples the scientific spirit and the only way to remedy the present evils is to make way for greater mobility by reconstructing the educational system. It must enable students of the lowest income groups to reach the highest ladder of social prestige, power and income by their ability and hard work. The economic barriers which stand in their way and which prevent them from deriving the maximum advantages of education will have to be pulled down by making provision for free and universal education for all classes. It should also be the responsibility of the State to ensure that no student who has talent and ability is denied the opportunity of higher education. A system of free and universal public education and easy access to college education will by themselves exercise a great democratising influence in making the classes fluid. When opportunity and social experience are equally distributed, they bring about social equilibrium which in itself will help in releasing the new social energy needed for developing a scientific and technological society.

At this stage, a word of caution is necessary. Science and technology have brought great benefits to humanity, but they are by no means an unmixed blessing. They have been put to wrong use and have also brought ruin and disaster to civilizations. The future of our civilization depends not merely on making use of science but on making good use of it. We can learn from the experiences of the West and avoid pitfalls which have brought them misery and suffering repeatedly.

In the developments of science and technology one of the dangers against which education has to make necessary

safeguards is over-specialisation which leads the scientists to withdraw from all questions relating to values and human relations such as politics, morals, religion and aesthetics with the result that he becomes merely a tool in the hands of other persons and executes interests and purposes which are not his own. Specialisation is essential for acquiring mastery of science and technology but if this creates a wall between the realm of science and the realm of morals, society faces a great disaster. The discovery of the atom bomb has jolted us into the realisation that science may remain objective but it cannot be neutral towards fundamental social and moral values. The pursuit of truth and knowledge requires single-minded concentration but it is fatal to society if it leads to social apathy. Science must grapple with the ethical consequences of techniques if society is to be saved from disaster.

There is a tendency on the part of the educators to treat Science and Humanities as separate disciplines. This separation is partly responsible for the present moral crisis. Though man's power of understanding has greatly increased, a vast majority of people still remain in a state of fear and want. Man's intelligence has placed great power at his command but his moral nature has not been able to cope with them. The remedy for the present ills lies in reconstructing the educational system which may bring about a union of arts and sciences. Man must not only be initiated into the mysteries of science to satisfy his curiosity and thirst for knowledge but must also learn to make proper use of science. He must learn to control his passions such as fear, anxiety, hatred and competition which drive man to use science for destructive purposes. With the help of the physical sciences man has acquired mastery over his physical environment and now with the help of social sciences he must learn to control his irrational impulses so that he may acquire mastery over his social environment. He must be in tune both with the life of nature and the life of the spirit. Can education perform this task ? The fate of civilization hangs in the balance and its future depends on the way in which we can answer this question. The greatest problem before man is to humanize science and technology so that they may play a creative role in society.

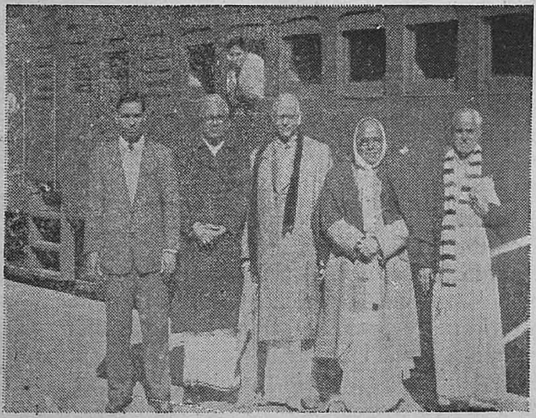
I thank you once again for having given me this opportunity to place before you a vital problem which the educators have to face today. The survival of our civilization depends on the way in which we can adapt science and technology to suit the culture and genius of our people. Education will have to tap all the sources for creativeness to meet this challenge.

## SOME IMPRESSIONS OF A DELEGATE

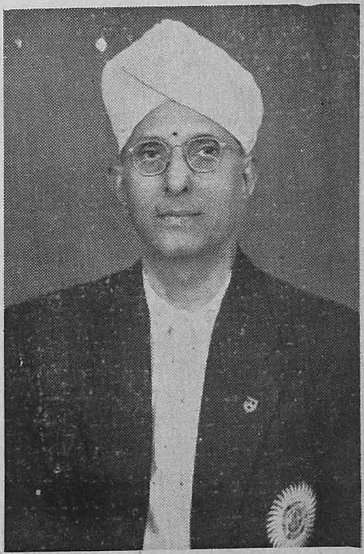
The Reception Committee of the Conference deserves congratulations for its all-out effort to make the Conference a complete success. It should, certainly have felt some disappointment that the number that actually attended the Conference fell far short of its expectation. The number registered was about 1,500, but the number that attended and participated in its arrangements was far less. It had arranged for boarding and for excursions on the basis of a demand for 1000 delegates but it had to be cancelled at the eleventh hour in view of the number falling far short of the expected number. Still far from being discouraged, it rose to the occasion and reconciled itself to the changed situation.

The Delegates were received at the Chandigarh railway station on the

A view of the Chandigarh Conference.



Special train carrying delegates to the Conference.



Sri A. M. Kanniappa Mudaliar who received the President's Award.

As a past President of the British Association for the Advancement of Science H.R.H. The Prince Philip, Duke of Edinburgh, is visiting India to represent the Association at the annual meeting of the Indian Science Congress, meeting in New Delhi from January 21 to 28. He has accepted a similar invitation also from the Pakistan Association for the Advancement of Science to attend its annual meeting to be held in Karachi from February 5 to 11. Apart from attending these annual meetings, His Royal Highness will be carrying out a tour of the centres of scientific and industrial interest in India and Pakistan under the auspices of the respective associations. The tour of the two countries will end on February 17. Afterwards he will be visiting Rangoon, Singapore, Sarawak, Brunei, North Borneo, Hong Kong, the Solomon Islands, the Gilbert and Ellice Islands, Christmas Island, the Bahamas and Bermuda before returning to Britain by the end of April. Picture shows: H.M. Queen Elizabeth II and H.R.H. The Prince Philip with their children Prince Charles and Princess Anne in the grounds of Balmoral Castle.

26th and 27th December and transported to their lodgings provided in the different sectors of the city. Chandigarh is a newly created city, the capital of the East Punjab, planned without attachment to any existing traditions. The houses and offices look like big boxes with an arrangement called sun-breakers to mitigate the heat in summer. The different parts of the city are called sectors.

The conference was held in sector No. 20, that is, in the premises of the Government Post Graduate Basic Training College and the exhibitions was located therein. So the delegates had not to move far from one sectional conference to another. Even the mess was provided in the hostel attached to the College. In spite of the severe cold weather, the temperature falling to 4 degree centigrade, the delegates who had armed themselves with warm clothing, were able to withstand the cold and visited such places as Bakra Nangal Dam, Simla, the Mugal Gardens (Pinjore) etc.

Sri N. V. Gadgil, Governor of the East Punjab, gave an At Home to Shri Srimali, President of the Conference, to which the delegates were invited. The occasion provided an opportunity for the delegates to exchange greetings and enjoy a pleasant evening in the beautiful lawns of the Governor's residence. The delegates represented all parts of India and felt grateful to the organisers of the Conference for providing a great occasion for exchange of greetings, views and ideas.

They are also thankful to Sri Dewan Chand Sharma, President of the Federation who hails from this new State for the personal efforts he took for arranging special trains between Delhi and Chandigarh for the Conference both for arrival and departure of delegates. It should be said that but for his initiative, this Conference would not have been held at Chandigarh.

Messrs. C. Ranganatha Aiyengar, V. Bhoovarahamurthy, A. K. Sitaraman, N. Padmanabhan were delegates from the South India Teachers' Union, Madras, and were comfortably accommodated in the rooms of the men's hostel.

Besides the General sessions of the Conference, all the eighteen Sectional Conferences were held as per programme and many useful topics were discussed and important resolutions were passed. The entertainments on the 2nd day of the Conference were very enjoyable and as was openly remarked by Sri D. H. Sahasrabuddhe, Secretary of the Federation, expressed the basic cultural unity of the country.

Sri T. P. Srinivasavaradan, President of the S.I.T.U., has been elected as Secretary of the Secondary Education Section of the Federation for the year 1959. Sri S. Natarajan has been re-elected as one of the Vice-Presidents of the Federation. He presided over the Vocational and Technical Education Sectional Conference. Mr. A. K. Sitaraman has been selected as a member of the Committee of the Youth Welfare Section for the year 1959 and Mr. V. B. Murthy as a member of the Examination Section Committee. Mr. N. Padmanabhan served as a contact personality. He is sociable by nature. He easily introduced himself to the delegates and established contact between one delegate and another. The South India Teachers' Union, by its long association with the Federation, deserves larger representation on the Executive of the Federation. Mr. C. Ranganatha Aiyengar took part in the symposium on national unity through Education ; Mr. A. Srinivasaraghavan presided over the University Education Section. I hope the report of the Conference to be published by the Reception Committee will give a detailed account of the proceedings of the Conference and of the several arrangements made therefor.

# PROMOTION OF NATIONAL UNITY THROUGH EDUCATION *

## Cultural Courses in Secondary Schools

C. RANGANATHA AIYENGAR

If the unity of India is to be maintained in the context of the various disintegrating forces operating in the country, it should mainly be on the basis of the culture inherited from the past. Other nations look upon our country with admiration for her unbroken and continuous existence through centuries inspite of foreigners' incursions and domination. This is due to the indomitable spirit of the masses who though illiterate are no less educated than the educated intelligentsia. They have the education passed on to them through tradition and practices. That spirit you find in the determination of the people to overcome difficulties of climate, weather and terrain in their pilgrimage to the centres of worship at vaious points on the map of India.

That spirit is the basic unity inspite of apparent differences in language, dress, food and habits of life.

It is this spirit and not tolerance alone that will sustain the Indian nation. If in the modern craze for economic improvement India should copy the methods of western nations wholesale, then her greatness and underlying unity will be imperilled.

It is therefore necessary that in the educational system of our boys and girls, who are the future citizens of the country, in their impressionable and adolescent periods, there should be provision for instruction in the ancient culture of the land. At the secondary education stage, courses of instruction in the puranas and the great epics of the country and the teachings of Upanishads and Bhagavat Gita should be provided. There should be provision for music and dance for both boys and girls giving scope for emotional expressions of the sublime and devotional type.

There should also be a common language to be studied and learnt with a view to its ultimate place as the national language. This common language cannot but be Hindi. Hindi is nearer to other Indian languages. It is nearer to Sanskrit and better expresses the general outlook on life, feelings and sentiments of the average Indian. Sanskrit which has enshrined our culture all these years should be studied as a compulsory classical language.

I believe that this cultural education should be the bed-rock on which all our national schemes and plannings should be constructed to develop among our people a real sense of national unity.

* Synopsis of symposium presented at the General Session (27-12-1958) of XXXIII All India Educational Conference, Chandigarh

# THE ROLE OF TEACHERS IN FREE INDIA*

R. SUBRAMANIA PILLAI

*Nehru High School, Puthanampati*

Indeed the responsibility of us, teachers is both onerous and holy in a free India. I may say it was so in ancient and mediaeval India, too. Men may come and men may go, and regimes may come in and regimes may go out but we teachers have to go on with the task, no, with the divine duty that has fallen upon us by God's will, very peacefully and dutifully.

Broadly speaking the duties of the teachers may be divided into two kinds though they are not two watertight compartments. They are two aspects of one and the same duty. One is of the moral side and the other is of the knowledge. We have to teach both morality and the subject matter on certain subjects such as English, Science, Social Studies, Tamil and so on and so forth. The moral side of our duty is as important as the imparting of knowledge to our students. Why, I am of opinion it is more important than the other though nowadays it has become more or less a neglected matter altogether with many. There are both practice and theory. Every teacher has to first lay down before his or her students the principles of moral philosophy and some moral standards that they have to learn and practise in their every day life. Here, not only the teachers that teach moral philosophy but all the teachers that deal with the young living human machines have to practise what they preach to their students, for as you all know example is better than precept. There are some fundamental rules which have to be practised by one and all irrespective of caste and creed in all ages. By 'fundamental rules' I mean here, the avoidance of the five great sins. (The Pancha Maha Pathahams). In addition to the above a set of other rules has to be codified by us and practised first by teachers and then imparted to our students to see that they are scrupulously observed by all students in all places. Here I should like to say that we are not only law-makers but we are also the guardians of such law. The social habits, the health habits and the moral habits of our students have to be regulated by the brightening example of us teachers. Here in this context let me bring to your kind knowledge that the ancient Gurukula system of education prevailing in our country is so much extolled not only by us but by the foreigners because that system of education contained this very important moral side in it. The Guru was friend, philosopher and guide of his students. He was deified as god by his disciples at every turn. The Guru by his close contact with his deeds was able to impress them with his personality. His students were so moulded in character and conduct that they emerged out as, finished, polished and useful gentlemen at the end of their school career. This system of education can be very easily revived in our schools even now if we teachers approach education with human and humane thoughts. However much we may be beset with worries of different kinds, we should forget all of them, the moment we enter the portals of our class rooms where young faces are shining with hope and enthusiasm. The slightest sign of dejectedness or carelessness in us will be reflected in the faces of the living machines before us. Not so with the

* Gist of the introductory speech and the concluding remarks given by Vidwan Sri S. Somasundaram, M.A.L.T., when presiding over the inaugural meeting of the Teachers' Association of the Nehru High School, on 1-9-1958.

District Collectors or other so called high bosses who are dealing with dead files which have no life to reflect the change of the colour in the faces of their masters who are seated tightly over them, day in and day out. That is why I said at the outset "Our duty is holy". Since we can make or mar the life of the citizens of to-morrow, we the teachers have to so shape their moral stature that they will prove to be pillars of law, order and justice in their future. The students who are under our care have to be so trained that they can influence society in such a way that it becomes worthy of the great freedom that we have won from the foreigners. Such a great power is in us if only we begin to feel it. So much for the moral side of the role that a teacher has to play in society.

Next let me touch on the imparting of knowledge to our students in various subjects. The content of the curriculam differs from age to age, for example during my school days there were no citizenship activities and no importance was paid to physical education and their co-curricular activities. Formerly education was subject-centred but nowadays it is child-centred. The child's personality has to be developed by tapping at its various latent faculties. The curricula are so framed as to give scope for the improvement of the heart, the head and the hand of a child and make it a useful citizen. Whatever the content of the curricula may be, it goes without saying that we teachers have to be masters of the subjects which we are going to teach to our students. The next thing we have to observe is that we must go to our classes thoroughly prepared. If not we cannot do full justice to our students. We will be only exhibiting our ignorance and inefficiency. Our students are the best District Educational Officers and Inspectors that are daily judging us. We should not belittle ourselves in the eyes of our own students by teaching haphazardly or wrongly for that would create a very bad impression about us. Once we allow such an opinion to be formed in their young minds, then we can never root it out. The business of a teacher is to create such an atmosphere both inside and outside the class rooms that all the talents that are already embedded there find an outlet and develop.

Last but not least, I want to touch on one more point and conclude this long and laborious sermonizing. It is a deplorable fact that some teachers introduce party and communal politics in the class rooms and not only spoil the young minds but spoil themselves. I am of opinion that such a thing should be completely eschewed from our teaching. The business of a teacher is to teach only the lessons given to us and not to indulge ourselves in such extraneous activities.

Gentlemen, I know I have not exhausted the subject. That cannot be done within the short time given to me here. This subject is such a vast one that one can go on speaking for hours together. But I don't want to bore you. I have only touched a few points here and there on the subject. These are the outcome of my thoughts for a long time. These ideas may be taken as food for your thought and well thought over by you during your leisure hours and tested on the anvil of action. Let me conclude by saying that the role we have to play in free India should be sincere, generous and duty-conscious that the children entrusted to our care will receive such a training from us that will make them fit for shouldering the great responsibilties that are waiting for them in their future life.

Thank you one and all for having given me this opportunity to share some of my thoughts with you on this occasion.

# THE VALUE OF EXCURSIONS

N. SHANMUGAM

The bane of our present educational system is that the students are unable to act right because they do not have the right conditions to act right. All problems of discipline in the classroom and outside arise from the fact that the teacher considers himself as the supreme being and always keeps himself aloof making the pupils consider him a stranger. Especially a teacher who is in charge of a group of adolescents should take care to understand their psychological needs and peculiarities and provide ample scope for the free expression of their talents and ideas. Though this can be done in the class room to a certain extent, real learning takes place only when the medium of the teacher is absent, and the subject and the object come into close contact with each other, in an atmosphere of speechless intimacy where actual seeing makes the object more meaningful. Under such conditions, the teacher is not conscious of his teaching and the pupils also are not conscious of their learning and consequently their learning also is real and substantial.

Of the several techniques used in teaching, Excursion forms the best one to make learning more concrete. Though there are usually quite a lot of fun and interest in going outside the classroom, the educational purpose and value in such outings should not be lost sight of. These outings may be of a short duration or spread over a considerable number of days, like picnics, Field Trips and Camps. But Excursion usually refers to a trip spread over a number of days, with the definite purpose of acquiring more information related to one or several factors:—

An Excursion is usually a big Project by itself and should include all the four stages of a Project, viz. purposing, planning, execution and judgment.

1. *Purpose*:—The specific objective of organising the Excursion should be clearly defined and impressed in the minds of the pupils.

2. *Planning*:—

   (a) Detailed itinerary of all the places to be visited with dates and timings.

   (b) Written permission to visit the several places, from their respective authorities.

   (c) Prior arrangement for Transport and accommodation while halting.

   (d) Permission of the Head of the institution and the parents of the pupils concerned.

   (e) Prior collection of necessary finance.

   (f) Detailed date-war and hour-war programme.

3. *Execution*:—

   (a) It is advisable to have the students divided into groups each with a leader.

   (b) Allocation of various responsibilities to these groups.

   (c) Stick to the programme as far as possible.

   (d) Instil in the minds of the pupils the importance of following their leader (group or general) always.

   (e) Keep an eye on the pupils' health. It is advisable to have a medicine chest containing simple but effective remedies to common ailments such as

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fever, cold, stomach-ache, indigestion, head-ache, bruises and small injuries, etc.

(f) Train the pupils to observe perfect decorum while visiting the several institutions.

(g) It is beneficial to have all our talks during the excursion centred round what we have seen and what we will be seeing.

(h) Early to bed and early to rise will be a nice motto to have, especially during excursions.

(i) Make the pupils listen carefully to what the guides may say at different places they visit. But also check that they don't put vexing questions to the guides.

(j) Take due care that the pupils do not disrespect the customs and traditions prevalent in the places they visit, even though it may not be possible for them to understand or practise those things.

(k) Impress upon the students that they have freedom within certain limits.

(l) The success of the excursion depends on a harmonious blending of Authority and Understanding.

4. *Judgement*:—An excursion will be incomplete in so far as its educational purpose is concerned, if it is not evaluated in terms of the purposes set before the party started. The evaluation should be with reference to their understandings and appreciation of what they have seen and what they have received at the different places they have visited.

A well-planned and beautifully organised excursion will surely be an education by itself both for the organiser as well as for the participants. It offers work and training to the hands that lift their own luggage, eyes which keenly observe, ears which gather all verbal information, heart which reacts in different ways to the different situations and scenes seen on the way, and the head that assimilates all these ideas and accentuates the growth of the pupil in all spheres—educational, social, cultural, aesthetic, moral and spiritual.

# SECONDMENT OF BRITISH STAFF TO INDIAN UNIVERSITIES

## DR. BOWEN TO STUDY POSSIBILITY OF PILOT SCHEME

By agreement with the Governments of India and Pakistan, Dr. E. J. Bowen, F.R.S., Fellow of University College, Oxford, will visit some Indian and Pakistani universities between January and March this year. He will explore the possibility of a pilot scheme for the secondment of staff in scientific and technical subjects from the United Kingdom to Indian and Pakistani universities. The scheme would be financed by the United Kingdom Government under the Technical Co-operation Scheme of the Colombo Plan.

The idea of such a visit originated in requests received from the Vice-Chancellors of Indian and Pakistani universities for the loan or recruitment of suitable staff by such secondment. These requests were considered by the Commonwealth Relations Office in consultation with the Committee of Vice-Chancellors and Principals of the universities of the United Kingdom. It was decided that the best approach would be to appoint a special repre-

sentative to consider the opportunities which offered the best prospects for successful secondment, and then to endeavour to arrange a pilot scheme for a limited number of secondments from British universities.

Dr. Bowen is scheduled to arrive in Delhi from Lahore on January 14, and will leave the same day for Bombay, where he will remain until January 18. Returning to Delhi, he will spend some days in the Indian capital (January 19-28) and then visit Madras (January 28-February 17). He will pass through Calcutta on February 17 on his way to Dacca, and again on February 27 on his way back to Delhi from Dacca. He is scheduled to leave for Karachi on March 20.

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Edmund John Bowen, F.R.S., M.A., D.Sc. (Oxon), Aldrichian Praelector in Chemistry, was born in April 1898. He was educated at the Royal Grammar School, Worcester, and Balliol College, Oxford. He became a Fellow of University College, Oxford, in 1922, and was Junior Proctor in 1935-36. He is the author of *The Chemical Aspects of Light,* and has contributed papers on physical chemical subjects to scientific journals. (British Information Service)

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# GOVERNMENT OF MADRAS

HEALTH, EDUCATION AND LOCAL ADMINISTRATION DEPARTMENT

Letter Ref. No. 85836-E/58-2, Education.

From

Sri K. V. Ramanathan, I.A.S.,
Deputy Secretary to the Government of Madras,
Madras-9.

To

The President,
South India Teachers' Union,
Raja Annamalaipuram,
Madras-28.

Dated Fort St. George, the 18th January, 1959.

Sir,

*Sub* : Education — Secondary — Resolutions — South India Teachers' Union, Madras, regarding parity of leave rules to all schools under all agencies.

*Ref* : Your letter dated 29th June, 1958.

I am dircted to inform you that the grant of leave to the teachers employed in Government institutions and local body schools is governed by the leave rules under the Fundamental Rules and the Madras Leave Rules. Teachers in Secondary Schools under private managements are governed by leave rules which the managements frame for their teachers according to a form suggested by the Director of Public Instruction. So far as teachers in elementary schools are concerned there are now definite leave rules embodied in the "Rules relating to Elementary Schools" in this State. Rules applicable to categories of teachers liable to service in any part of the State or a region of the State cannot be made applicable to those who spend most of their services in the same institution. It is not, therefore, considered necessary to enforce uniformity in the matter of leave rules in all schools under all agencies.

Yours faithfully,

(Sd.) XXX.

for Deputy Secretary to Government.

# GOVERNMENT OF MADRAS

## ABSTRACT

*EDUCATION - The Madras Teachers Contributory Provident Fund Insurance Pension Rules 1958 - Amendment - Orders issued*

**Health, Education and Local Administration Department.**

**G. O. Ms. No. 2079, Education, dated the 25th November 1958**

ORDER :

The following amendments are issued to the Madras Teachers' Contributory Provident Fund Insurance Pension Rules 1958, issued in G. O. Ms. No. *1109*, Education, dated *31*st May *1958* :—

(i) For the word 'teacher' wherever it occurs the words 'trained teacher' shall be substituted.

(ii) Under Rule *2* of the rules the following shall be added as a note :

'NOTE : Trained teachers who have been exempted from the operation of Teachers' Provident Fund rules and who subscribe to private funds of the institutions accepted by the Director of Public Instruction will also be eligible for pension subject to other conditions being satisfied.

(iii) Rule *9* and *17* of the rules relating to the Pension scheme be recast as follows :—

" Rule *9* : The age of compulsory retirement shall be *60* years in the case of trained teachers in aided elementary schools and Anglo-Indian Schools, and *55* years in the case of trained teachers employed under Local Bodies, Aided Secondary Schools, Aided Training and Special Schools. In the case of trained teachers under Aided Elementary Schools who are retired at the age of *55* years in accordance with the rules framed by those managements, the age of compulsory retirement shall be *55* years"

" Rule *17*: The pension found admissible may be sanctioned by the District Educational Officer, the Inspectress of Girls Schools or the Inspector of Anglo-Indian Schools as the case may be in respect of trained teachers employed in their respective jurisdiction after necessary check. On receipt of sanction, together with the connected documents in his office, the Accountant-Goneral shall, after due verification and check, issue the Pension Payment order to the person concerned. In case of delay, the payment of an anticipatory pension may be authorised by the Accountant-General. Cases requiring the grant of any concessions not contemplated in these rules shall be submitted to Government for their orders."

(iv) Under rule (*9*) the following shall be added as second proviso :

"Provided further that if a trained teacher who on completion of his *55* th year prior to *1-4-1955* or *1-4-1958* as the case may be, is continued in service inclusive of or after *1-4-1955* or *1-4-1958* as the case may be in the same school or in any other school without break shall be eligible for pension subject to the condition that service put in by him beyond *60* years will not be reckoned for purpose of Pension."

(*2*) The Director of Public Instruction is informed that the Government do not accept his proposal to make provision in the rules for condoning deficiencies in qualifying service similar to those in Article *423* of the Madras Pension Code.

(*3*) This order is issued with the concurrence of the Finance Department. vide their U. N. No. *112446* - Pen - *1*, dated *31*st October, *1958*, and U. O. No. *120807*—Pen—*1*, dated the *12*th November *1958*.

(BY ORDER OF THE GOVERNOR)

**V. KANNAIYAN**
Deputy Secretary to Government.

(True Copy)

# EXPERTS' CONFERENCE IN GENEVA

*(Continued from January issue)*

## Section III

### PRINCIPLES UNDERLYING SUPERANNUATION ARRANGEMENTS FOR TEACHERS

The security of teachers, like that of all salary and wage workers, requires that pension schemes provide them with protection against the time when they grow old to continue in active service.

In many countries all or virtually all teachers have such protection, but in other countries they must rely upon their own resources.

Good teaching calls for physical and nervous energy. It is essential, therefore, that pension arrangements permit retirement when the teacher is no longer able to bring to his work the freshness, and vitality it requires. Further, only pension arrangements which satisfy this condition will make teaching as attractive as it should be as a lifetime career. Here, as in many other points mentioned above, what best serves the interests of teachers serves best the interests of children and the educational system.

Pension schemes must provide such protection for retired teachers and their families as to enable them to maintain substantially their former living standards.

Regardless of the form or type of scheme in force, teachers should play an active role in the development of basic pension policy. They should also participate in appropriate cases, in the administration of these schemes.

*Characteristics of Teachers' Pension Schemes*

The provision of superannuation benefits is so closely related to the provision of invalidity and survivors' benefits that many countries have provided for all three through a single integrated scheme. In other countries, however, apart from the retirement scheme, separate schemes provide (a) benefits to the teacher who must give up work before he reaches pensionable age, and (b) benefits to his survivors if he dies before or after he begins to receive a retirement or invalidity pension. Whatever the character of financing of the arrangements adequate provision should be made in all countries for all three contingencies.

Measures have been taken in most countries whereby general social insurance, civil service, teachers' schemes, or other public means cover the contingency of old-age retirement in one way or another. Teachers are protected under a single scheme or in certain countries under several, one providing protection which supplements that supplied by another. Each such type of arrangement has advantages which seem paramount under the conditions and institutions of the respective countries.

Whether schemes are financed, in part, by contributions paid by the teachers themselves, or entirely by the State a pension ought to be regarded as a legal and moral right. While both contributory and non-contributory pensions have certain advantages, a pension is regarded in some countries as the obligation of the State to its public servants without any contribution on their part, while in other countries, provision of adequate pension benefits requires the active financial participation of the persons concerned. It would be inconsistent with the purposes of any scheme, however, if teachers were required to contribute so large an amount as to result in

hardship to persons of small means or to cause an undesirably large reduction in their living standards.

*Crediting of Service*

If a teacher has spent some years of his working life in private employment, others in public service, or in service covered under other teachers' pension schemes, flexibility is desirable in order to ensure the transfer of rights or credits from one scheme to another. When a teacher moves from service covered by a non-contributory to that covered under a contributory scheme, or *vice versa*, or from one contributory transfer to another, existing pension rights should be frozen, or a financial transfer made, or some other arrangement made between the two employers to enable prior service to be recognised. When a scheme is newly established, the previous service of teachers under the authority concerned should be recognised and the financial responsibility arising therefrom should be, substantially or wholly, the employer's.

Some teachers may teach for a limited period only, and others are seconded for varying periods into the national or inter-national civil service. It is desirable to provide for recognition of such service, for pension purposes. The pension rights of women teachers who leave the profession temporarily on account of family responsibilities should remain frozen during such periods of interrupted service; if, at the time of her interruption of service, the teacher concerned had withdrawn a lump sum, this could be repaid within a reasonable period so that her former pension rights might be fully restored.

*Conditions for Receipt of Pension*

In many countries, pensions are payable upon the attainment of a given age on the single condition that a minimum period of pensionable service has been rendered. In others, retirement from service is an additional condition of eligibility. This indicates a difference in pension philosophy. In the former group of countries, the pension can serve as either a retirement pension or, if the teacher continues in service, as an augmentation of salary. In the latter, service as a teacher cannot be continued after receipt of the pension; these are clearly retirement pensions. In these cases, if for some reason the teacher returns to remunerated employment after retirement, a limit on the maximum cumulation of pensions plus salary is often imposed. In some cases, the pension amount is reduced, in others, it is discontinued completely, or is payable in full, provided the pensioner has attained a sufficiently advanced age or his earnings are below a given amount. In countries where the application of these limitations gives rise to dissatisfaction on the part of teachers, governments should examine the situation in order to determine to what extent remedial measures are desirable.

Regardless of these differences, it is essential that teachers who have performed a reasonable period of service should everywhere become eligible for a pension sufficiently large to enable them if they desire to do so, to retire from teaching and other remunerative employment at an age which permits them some years of leisure in health and comfort. Where a forced compulsory retirement age exists, it should be possible for the maximum pension to be obtained by persons entering teaching at the normal entry age after the completion of the necessary training.

While pensionable age varies from one scheme to another, the pension schemes of a great many countries have provided a lower pensionable age for women than for men, most commonly five years lower. In other countries, on principle, such a difference is not regarded as justified. Teachers' groups in different countries hold different views on this question. However, it seems desirable, for both men and women, that the pensionable age

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be set far enough below the age for compulsory retirement to permit them to retire on a reasonably adequate pension when they no longer can carry on their duties with the vigour which is necessary for effective teaching.

The employment of retired teachers can be regarded as only a temporary and, in the long run, an undesirable method of meeting shortages of teachers. Continued use of this method is bound to raise questions on existing retirement policy and practice. Moreover, this method may become a continuous expedient for deferring the long-term planning and action needed to recruit and retain a sufficient number of younger teachers to bring about a balance between supply and demand. Another danger is that retired teachers may continue to occupy higher positions, thus tending to limit or block promotion opportunities of younger teachers.

Where teacher shortages or other circumstances make it desirable to encourage teachers to remain at their posts beyond the normal retirement age, pension schemes should be such as to enable the additional service to count for pension purposes.

*Factors Bearing on the Amount of Pension*

The teacher's pension, if it is to enable him and his family to live in health and dignity must be sufficient to prevent any substantial decline in his living standards. It is recognised that while teachers may not have the same family responsibilities and other needs at the time they retire as they had when they were younger, this is often balanced by the fact, among others, that ill-health is more common and more costly with increasing age. Obviously, the greater the proportion of past wages paid in benefits, the greater likelihood of protection against a serious decline in living standards.

Most pension schemes determine the benefit payable on the basis of a percentage of the teacher's past earnings, the amount of benefit increasing with length of his service or the number of years for which contributions have been credited. While some schemes, in the interest of equity, give all teachers credit for the same percentage of their earnings each year, regardless of wage level, others, with a wide range of salaries give lower-paid teachers a higher percentage of their annual earnings than those in the upper salary levels. Obviously, a solution could be found by increasing the salaries of the lowest paid to a level which provides a reasonable pension. If this cannot be done, the percentage of salary received in pension by the lowest paid should be increased, or the pension benefits might be seriously inadequate.

When teachers' pensions are based on a percentage of past earnings, past earnings may be interpreted as the salary received in the last six months or year, the average salary over the most recent three, five or other number of years, the highest annual amount received at any time during service, or the earnings during the whole of the service rendered. Experience indicates that little material difference results from the use, for pension calculations, of the teacher's "most recent" salary as a reference salary in comparison to his "highest salary", since they are likely to be the same in most instances. Where the calculation takes account of salary earned over a substantial number of years, or, especially, over his entire teaching career, the computed pension amount, especially in periods of changing salary levels, may be related to a past salary level having only a remote connection with salary levels prevailing at the time the teacher retires and the cost of living at the time when he will be living on his pension. In the end, national or local considerations will determine the period to be employed, but generally speaking as recent a period as possible would best serve the

interests of the teacher and of the educational system.

A problem is sometimes posed by the treatment of short periods of service for pension purposes in computing an average salary over a given period. This will be more acute in areas where the full-time teaching force is being supplemented by teachers working on a part-time basis. It would seem desirable to recognise short periods of service and part-time service for purposes of pension computation, taking appropriate account of any other protection the teacher may have.

In any schemes which base a teacher's pension on his salary, it is essential for contribution and benefit purposes to take account of all salaries and emoluments. Schemes which ignore large parts of teachers' salaries paid in the form of cost-of-living adjustments, for example, tend to distort the proper relationship of pension amounts to salaries.

The practice of various countries differs as to whether or not an allowance is added to the pension with respect to dependants of the pensioner. This is similar to the situation with respect to salaries, for in some countries it is presumed that the individual's salary takes care of his family responsibilities, whereas in other special family allowances are paid with respect to the presence of children in the family. It seems desirable, in reaffirming the principle that the pension should not lead to a lowering of living standards, that if dependants' allowances are necessary for this purpose, they should be paid. As in other respects, however, special arrangements to take account of family responsibilities must be made in the light of the social and political institutions of the country concerned.

*Invalidity Benefits*

The final objectives of a retirement benefits scheme could not be accomplished if no provision were made for teachers who become physically unable to continue teaching before they became eligible for a superannuation pension. It is for this reason that virtually all such schemes make provision for invalidity pensions payable to teachers who are forced to discontinue teaching because of physical or mental disability. Where the disability is not connected with the work, some minimum period of employment is ordinarily required before eligibility for an invalidity pension is established.

Considerable variation exists in the law and practice of various countries with respect to eligibility for an invalidity pension. In some countries, no period of service is required while in others, a teacher must have worked for as long as twenty years before becoming eligible for an invalidity pension, although ten years is the period most commonly required. Since benefit rights are ordinarily related to the individual's prior length of service, it appears necessary to devise a formula for the calculation of the benefit to enable an adequate payment to meet the needs of the pensioner and his family. In recognition of the fact that invalidity may occur at any time in an individual's working life, certain countries have worked out arrangements for providing a more nearly adequate pension in situations where the individual's period of service has been relatively short. These ordinarily provide a basic minimum pension after a stated minimum period of service, the pension amount rising with additional service.

*Survivors' Benefits*

Most pension schemes make provision for the protection of a teacher's family dependants in the event of death before receipt of a retirement pension, or during the receipt of such a pension. This represents the reversion to a teacher's survivors of his or her old-age or invalidity pension. As in the case of the other types of pensions,

the purpose of a survivor's benefit is to enable the teacher's survivors to live with reasonable decency and comfort. It is desirable that the conditions for receipt of such pensions and the relationship between the amount of benefits payable as compared with old-age benefits should be such as to enable the survivor to carry his or her family responsibilities without any substantial reduction in living standards. Payment of a lump sum gratuity (rather than a pension), as is the case under some schemes, would not appear to be an effective means of carrying out this purpose.

While provisions of survivors' pension schemes vary considerably with respect to this point, in some schemes widows' benefits are limited to those above a certain age or unable to support themselves. These limitations are undesirable, and are not universally applied. Continued payment of the pension to a widow after her remarriage has not seemed to be necessary or desirable. In fact, under all schemes, the widow's pension stops with her remarriage, although in certain instances it may be converted to a lump sum equivalent to 1-3 years of pension payments.

Survivors' pension schemes often ignore the situation in which a widower might find himself. Efforts should be made to eliminate this discrimination between men and women teachers. As a matter of principle, survivors' pension schemes should take account of the dependants of a woman teacher, and those of an unmarried teacher, whether man or woman.

*Adjustment of Benefits to Changes in Salary Levels and Living Costs*

When the value of money is reduced under inflationary pressures, this has an unfavourable impact on all groups, the effects of which are particularly important on individuals, like pensioners, living on fixed incomes. The purpose of a pension, which is to provide the pensioner's means of existence, is imperilled if the value of the money he receive depreciates. In fact the rate of a pension remains the same throughout the pensioner's life unless special provision is made to modify it.

It is the responsibility of government to take account of changes in the value of pensions and to discharge this responsibility to maintain their purchasing power at the same level as when they were granted. To achieve this, partially or wholly, a variety of methods has been employed. Some have tied the pension amount to living costs, or current salary levels or to both, adjusting the pension amount either automatically or on an *ad hoc* basis. Under any of these arrangements, it is important to ensure that pensions awarded earlier, and particularly those awarded many years earlier, are brought into reasonable relationship with current salary levels.

It is generally regarded as desirable to link pension amounts, both those being awarded currently and those which have been awarded in the past, to existing salary levels of teachers. A mechanism which provides this link on an automatic basis seems most desirable.

In some countries, the method for adjusting teachers' pensions has provided an automatic tie-up to the cost-of-living index. This has been regarded as providing at least rough equity even though a national cost-of-living index as is sometimes employed, does not take sufficient account of the special needs of a professional and elderly group.

Satisfactory results have been achieved in many cuntries through the use of *ad hoc* adjustments, where the pension scheme or other applicable legal provisions provide for no automatic adjustment. For the most part, however, teachers believe that countries employing this device have frequently permitted pension amounts to lag behind rising salary levels and living costs.

# XXI INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION, GENEVA, 1958

## TEXT OF RECOMMENDATION No. 46

The International Conference on Public Education,

Convened in Geneva by the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education, having assembled on the seventh of July, nineteen hundred and fifty-eight for its twenty-first session, adopts on the fifteenth of July, nineteen hundred and fifty-eight the following Recommendation :

The Conference,

Considering that present-day development is characterized by rapid changes in the knowledge, social systems and activity of mankind,

Considering that the school children of today will grow up into a world widely influenced by the application of science to all types of activity,

Considering that although progress in educational science is to a great extent a product of the evolution of ideas, discussion and the exchange of opinions, the first requirement is objective research on educational problems,

Considering that the preparation of curricula must take into account both the ability and interests of the individual boy or girl and the needs of society,

Considering that the basic purpose of primary education is to give children, together with a love of and a respect for work, the necessary equipment for acquiring knowledge and developing their whole personality,

Considering that the primary school should provide opportunities for its pupils to undertake tasks which challenge their best efforts,

Considering that for their work to be fully efficient, teachers should enjoy adequate freedom, within the syllabus, in the choice of topics and methods, enabling them to work at a pace suited to themselves and to their pupils,

Considering that educators are unanimous in condemning overwork and the overloading of primary school syllabuses,

Considering that primary school pupils should be protected against any tendency to overload them with studies and responsibilities beyond the range of their age and differing abilities,

Considering that, in spite of similar aspirations, countries in very different positions must reach varied solutions of the problem of the preparation and issuing of the primary school curriculum,

Submits to the Ministries of Education of the different countries the following Recommendations :

*Principles Governing the Preparation of Primary Syllabuses.*

1. There has frequently been confusion in various countries between the meaning of the terms primary education and compulsory education ; wherever these two do not coincide, the tendency to attribute to primary education aims which are foreign to it, often resulting in an overloading of primary syllabuses, should be resisted.

2. In all countries, primary education should aim : (a) at giving the child the basic instruments of thought and action suited to his age, which will enable him to live his personal and civic life to the full and to understand the world in which he has to live ; (b)

not only at transmitting a heritage and a culture, but also at providing the means of enriching them; (c) at turning out free human beings, who are aware of their responsibilities, have self-respect and respect for others, and play an active and useful part in the national life.

3. One of the main aims of modern education should be to prepare children to take a conscious and active part, appropriate to their age and stage of development, in the life of the family, the community and the nation, and in building a more fraternal world society, rich in variety but united in the pursuit of common aims : peace, security and fruitful collaboration among all men.

4. All curricula should include three elements : knowledge to be assimilated, skills to be mastered, and means of satisfying physical, emotional, aesthetic and spiritual needs of an individual and a social nature.

5. In drawing up syllabuses for successive grades, children's capacity to understand and assimilate at various stages of growth should be taken into account in order to ensure that they receive a well organized intellectual education proceeding at a normal pace.

6. In fixing the content of syllabuses, regard should be had not only to children's mental processes, but also to their interests and needs and to the whole of their emotional life and their health.

7. Every teaching programme must take into account the standard of the teacher and the actual working time available to both teachers and pupils.

8. In drafting primary school syllabuses, it should be remembered that moral and intellectual development should have the following aims : learning to learn, learning to think and to express oneself, learning to act and learning to behave.

9. Syllabuses offering an accumulation of subject matter should be replaced by a selection of essential topics.

*Drafting Procedure :*

10. Whatever the system of educational administration in force in a country, the drafting of syllabuses should be the work of specialized bodies, either permanent or temporary.

11. Committees responsible for drafting primary syllabuses should include, in addition to practising teachers from the different levels of education, specialists in the different branches of educational science and child psychology.

12. It would, in certain circumstances, be helpful if authorities responsible for the preparation and revision of primary syllabuses worked in conjunction with representatives of parents, of cultural circles and of the national economy, whether these be employers or employees.

13. The attention of the responsible authorities is drawn to the danger of too rapid and improvised a method of drawing up and revising primary syllabuses.

14. All work on the preparation and revision of syllabuses requires very thorough preliminary documentation and research on the needs of the country, the ability of available teaching staff, the particular pace of the child's psychological development, comparative studies of primary syllabuses in other countries and the findings of educational experiment.

15. Since it is desirable that experimental educational research should assume a role of major importance in the reform and revision of primary syllabuses, the number of centres and teachers undertaking such research, as well as the tools provided for their work, should be increased.

16. It is important to intensify the international exchange of information on the question of primary syllabuses.

*Issuing and Application :*

17. Experience has shown the advantages of giving syllabuses a preliminary trial of adequate length before

they are issued, either in experimental schools or in ordinary primary schools.

18. Authorities responsible for issuing primary syllabuses necessarily vary according to the centralized or decentralized system in force in each country; in the first case, it is desirable that legislation on the issuing of syllabuses should leave room for considerable adaptation of these syllabuses to regional and local requirements.

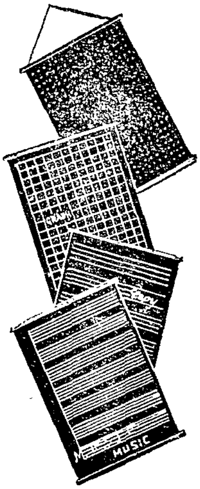
19. In countries where primary school syllabuses are of a compulsory nature, it is desirable to leave head teachers and teachers themselves the necessary latitude to interpret and adapt them.

20. It is highly desirable to present the syllabuses with accompanying suggestions on method, which remind the teacher of the aims pursued and at the same time give him the information required for the practical application of the syllabuses.

21. When new syllabuses or new suggestions on method are issued, means should be used (lectures, conferences, study groups, talks by inspectors, etc.) to inform the teachers concerned of the principles underlying the proposed changes.

22. All suitable steps should be taken to ensure that textbooks and teaching material should correspond to the new syllabuses.

23. Although it is obviously impossible to fix limits which would apply to all countries and to all areas of study, and although there are disadvantages in revising syllabuses at too close or too distant intervals, in principle a periodic re-examination should be undertaken in accordance with the progress of culture and teaching techniques, and with social change.

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# FROM OUR ASSOCIATIONS

## MADRAS TEACHERS' GUILD

The extra-ordinary general body of the Madras Teachers' Guild met on 20-12-'58 at 6 p.m. in Nammalwar Mansions, Triplicane, under the presidency of Sri N. S. Viswanathan, M.A., L.T. The president in his opening speech mentioned the cause of that extra-ordinary general body meeting. He stated that the teachers were in a state of great despondency and despair, owing to their sad economic conditions which despite their repeated requests had not been bettered, with the result that the average teacher finds himself to be at a much lower economic level than those with similar qualifications in other walks of life. As it was an admitted fact that a contented teacher was a basic necessity, in imparting sound education, and service teachers as a class of nation builders could never undertake methods which others do, to get their grievances redressed, it was incumbent on the government to devote their immediate attention on this question of the economic amelioration of the teachers. Rev. Thambusamy, Sri V. S. Ragavachary and Sri N. Shanmugam also spoke on the occasion.

The following resolutions were then unanimously passed by the meeting.

It is regretted to note the reply given by the Hon. Minister for Education on the floor of the Legislative Council that no representation was made by the Madras Teachers' Guild regarding the question of House Rent allowance—notwithstanding the incessant appeals from teachers and organisations on various occasions and the promise of the Hon. Minister that the question was engaging his attention.

The abnormal increase in the cost of living is seriously affecting the lives of teachers and their continued struggle for existence drives them to despair despite their best efforts. The protracted delay on the part of the government in granting House Rent Allowance and other facilities such as free Medical Aid, etc, (on the basis of financial implication) — elementary rights which are denied to only one set of teachers, viz., teachers serving in aided schools, is viewed with deep regret and concern. Hence this General Body of the Madras Teachers' Guild reiterates its appeal to the Government.

(i) to grant House Rent Allowance without any further delay as the financial commitment will merely be ¼ per cent of the total of Rs. 63 crores of the state,

(ii) to give free medical aid to all teachers irrespective of the agencies in which they serve.

(iii) to revise the scales of pay of all categories of teachers as recommended by the Board of Secondary Education and

(iv) that if these resolutions are not taken cognisance of by the government the teachers will be driven to the unavoidable necessity of exploring all avenues necessary to impress upon the Government the necessity of implementation of these resolutions.

## SALEM DISTRICT TEACHERS GUILD

The General Body meeting of the Salem District Teachers' Guild was held in the Municipal High School, Salem, on Sunday, 21-12-1958 at 10 a.m. Sri E. Shanmugam, B.A., L.T., President, was in the chair. 31 members were present.

Messrs. E. Shanmugam, President, Vanchi Iyer, Headmaster, Gurusamypalayam High School, S. M. Lakshmana

Chettiar and S. Subba Rao, President and Secretary of the City Secondary School Teachers' Federation respectively spoke stressing the need for reviving the activities of the Guild and to invite the S.I.T.U. to hold the State Educational Conference at Salem in May, 1959. They appealed to all associations to affiliate themselves to the Guild and co-operative in every way so that the Conference may be conducted in an efficient and successful manner.

*Resolution :*

Resolved to hold the State Educational Conference at Salem in May, 1959 under the auspices of the District Teachers' Guild.

*Election of Office-Bearers :*

*President :*

Sri S. M. Lakshmana Chettiar, B.A., L.T., Headmaster, Gugai High School, Salem.

*Secretary :*

Sri S. Subba Rao, B.A., L.T., Assistant, The Little Flower High School, Salem.

*Members to the Executive of the S.I.T.U. Union :*

1. Sri S. M. Lakshmana Chettiar (President).
2. Sri R. Krishnan, B.A., L.T., Headmaster, Board High School, Sendamangalam.

RAMANATHAPURAM DISTRICT TEACHERS' GUILD

The annual conference of the Ramanathapuram District Teachers' Guild was held on Saturday 24th January 1959 in the Rajah's High School, Ramanathapuram and attended by hundreds of delegates from all parts of the districts. Sri T. P. Srinivasavaradan, M.L.C., President of the South India Teachers' Union, Madras, presided over the conference.

Sri M. Rajah Iyer, Headmaster, The Rajah's High School, Ramanathapuram, welcomed the delegates. Sri P. Doraikannoo Mudaliar, President of the Guild, paid a tribute to the work done by the South India Teachers' Union during the past 52 years of its existence under the guidance in early years of stalwarts like S. K. Yagnanarayana Iyer and M. S. Sabhesan and in recent times by Sri S. Natarajan and Sri T. P. Srinivasavaradan.

The President, in his address, acknowledged with gratitude all that the government, have done thus for to ameliorate the conditions of the teachers like the introduction of the pension scheme, the Madras State being the only one in the country to do so. He, however, pointed out that what has been done is not enough, particularly in the present times when the cost of living has gone up abnormally. Moreover the policy of the Government in appeasing industrial labour has put in the hands of the labourers extra money like bonus etc., which has directly resulted in inflation, making articles much too costly for the middle classes. If prices could be controlled and brought down to the pre-war rates, he would favour the scrapping of dearness allowances.

Referring to basic education, he condemned the insistance on a single stereotyped craft for all basic schools which does not take into account local conditions and practical difficulties, and pleaded for making the pattern less rigid. He pointed out that the managements of private elementary schools would be affected by the recent announcement of the Government to refuse grants to schools that levy fees and this would result in the closure of many a well managed and good school.

It was therefore the supreme duty of the Government to give an assurance that no school will be closed down, no student will go without a school, and no teacher will suffer either cut in salary or retrenchment from service as a result of their policy.

Speaking about the reorganization of secondary education coming into force from June next, he commended it as sound, and endorsed the language-policy of the Government in making the

Regional Language and English and a third language, which may be Hindi or any other Indian language, compulsory. He was aware of the gloomy future for Sanskrit which would suffer when pitted against Hindi but under the circumstances nothing else could be done. If students are forthcoming the Government are willing to permit the Sanskrit language to be even taught outside school hours and to give grant, but it was for the lovers of the language among whom he cited the Education Minister, Sri C. Subramaniam as one, who was also studying Sanskrit daily at home to make it popular and encourage pupils to opt for Sanskrit as a third language to be studied at School. Regarding multipurpose schools he wanted Government to state its policy definitely, as already they were not very popular, and if they are taught in the new ninth and tenth standards only, and do not lead to the corresponding higher courses in Polytechnic etc., they will become less attractive.

The Secondary Education Sectional Conference was presided over by Sri S. S. Narayanaswamy of Devakottai, Messrs. M. Sankaranarayana Iyer of Rajapalayam, S. Henry of Dalavoipuram, S. Krishnamoorthy of Sivakasi, S. Guruswamy of Ramnad, participated in the discussions. Sri D. Koil Pillai, Convener, proposed a vote of thanks.

The Elementary Education Sectional Conference was presided over by Sri D. Sabestian of Karaikudi and Messrs. Diraviam of Ramnad, Rajendra Thevar of Rajapalayam, K. C. Arogyam, R. Veluswamy Raju and Edward Eripal Doss of Ramnad spoke.

At the General Body meeting Sri P. V. Srinivasan, Secretary, presented the annual report.

Resolutions were passed requesting the Government to grant house rent allowances to teachers, to see to it that there was no cut in salary or retrenchment of elementary school teachers consequent on the new elementary education grant policy, and to sanction immediately the scale of 45-3-90 to secondary grade trained teachers pending revision of scales of salary and to sanction to elementary school teachers salaries according to their qualifications and not according to the sanctioned post they may occupy.

The following were elected Office-bearers of the Guild :—

Sri P. Doraikannoo Mudaliar, President ; Sri M. Rajah Iyer, Sri D. Sebastian and Sri Rajendra Thevar, Vice-Presidents ; Sri P. V. Srinivasan, Secretary ; Sri V. Aravamutha Iyengar, Joint Secretary ; and Sri M. Rajah Iyer and Sri D. Sebastian, representatives of the Guild on the Executive Board of the S.I.T.U.

Sri P. V. Srinivasan, Secretary, proposed the vote of thanks.

# NEWS AND NOTES

## INTERVIEW WITH THE D.P.I.

Mr. V. G. Srinivasan, B.A., L.T., President, Madurai City School Servants' Association, and Messrs. M. Alwar and M. N. Palanichamy, Secretaries of the Association, had a brief interview with Mr. N. D. Sundaravadivel, M.A., L.T., Director of Public Instruction, Madras, on 7-1-'59, Wednesday, at 8-15 p.m., at Pasumalai.

The President thanked the D.P.I. for the clarification that, "Peons in secondary schools are eligible for admission to the Teachers' Provident Fund Scheme," according to T.P.F. rules.

## SOCIAL EDUCATION CLASS, BHIMASHARMA NAGANUR

This class was opened by the elementary teachers on 11th December, 1958. For this purpose, an inaugural ceremony was held under the Presidentship of Meherban Chhebbi, Beat Officer of Jamkhandi. It was reserved for female adults. Meeting was full of males and females.

One of the Harijan girls who was reading in the Tenth Form gave talks on the importance of Social Education. She said, " Ignorant woman is like a temple without God. Her household condition is not needful to consider." Then one of the teachers said, "Mother is a first Guru in the world. She teaches her children to speak at first at home. She tries her best to build their characters. Today's children are tomorrow's citizens." He described an incident. Once a farmer's son fell ill. Doctor gave him two bottles of medicine and suggested him how to use them—one labelled bottle for applying to his son's legs and the other for drinking. That farmer went home with two bottles and related the doctor's advice. He went away on his work. His wife was illiterate. She gave medicines to his son in a changed manner. Hence her son drank acid and breathed his last. He impressed upon the assembly how education is important. Females gathered in number bent down their heads with shame

The president advised the mass to take to education as soon as possible and enroll their names to the class. He assured them to supply necessary materials immediately.

After the entertainment programme, the ceremony was over with "Vandematarm".

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# OUR BOOKSHELF

1. *Blue-bird*. 2. *Mike to the Rescue*. 3. *The Little Cowboy*. 4. *The Secret of Green Dragon* — by Marjorie Durward. (Thomas Nelson and Sons) Price : 2d. each.

These four beautiful children's books form Nos. 5, 6, 7, 8, of the Series—the Mike and Mandy Readers specially prepared for pupils who are backward readers.

*Paramahansa Yogananda*. In memorium : Publishers : Self-Realization Fellowship, Los Angeles, California.

The master's life, work and Mahasamadhi are described in this book in the form of tributes from his disciples and admirers from different quarters. The frontispiece is a photograph of the Founder of the Self-realization Fellowship taken an hour before his Mahasamadhi.

One of the tributes runs as follows : " Our dear Paramahamsa Yogananda has passed over to the Celestial world but his memory and his wonderful influence still hovers and will always do so, as he was a real devotee, sincere and simple. My husband and I have enjoyed his friendship for twenty-five years and he has left us a spiritual, everlasting treasure.

*Teaching:* A Quarterly Technical journal for Teachers — December '58. Price Re. 1.50 nP. (Oxford University Press)

This issue contains a variety of articles on education and teaching methods viz :

Personality development during adolescence.

The teaching of shares in mathematics.

Progress in education in rural and urban areas.

A first step in poetry appreciation.

The old and the new education.

Modern developments of education in India.

The basic way of correlation.

*Oliver Twist*:. (By Charles Dickens) : Camaeo classics series. Published by Thomas Nelson & Sons. Price (Board) 5 sh. (Limp) 4 sh. 3 d.

The original story is retold with the exclusion of less important details, the language of the author being retained. This method allows easier and quicker comprehension of the main theme and the style of the author. Illustrations are designed to show the style, dress and manners of the period in which the action of the novel takes place.

*Elementary Grammar* on modern lines, by P. C. Wren (English-Hindi). Translated into Hindi by Shri Prakash Gupta. Price Rs. 2. Published by K. & J. Cooper & Co. Bombay.

Very useful book of English grammar for middle or higher elementary schools using Hindi as medium of instruction not only for pupils but also for the General reader learning English. The get-up of the book is good.

Receipt of the following publications is thankfully acknowledged :—

1. Administration Report of The Government Museum, Madras, The National Art Gallery, Madras, The Government Museum, Pudukottai and the Connemara Public Library.

(Exchange section) for 1956-57.

2. Commonwealth Today No. 62.
3. The Hindu High School Magazine, Triplicane—December '58. (Vol. VIII No. 1). (Contains an account of the masters' excursions to Bombay, Poona, Pandaripur, Ellora & Ajanta and other places with illustrations).
4. Ghana & India.
5. South Asia Social Science Abstracts—57.
6. South Asia Social Science Bibilography, 1957.

# EDITORIAL

*Enhanced Dearness Allowance:*

The Governor in his address to the Legislature has stated that the Government have decided to grant an enhanced dearness allowance of Rs. 5 to all N.G.O's, employees in local bodies and teachers. This is to take effect from the salary due on 1-1-1959. We are thankful to the Government for the enhanced dearness allowance. We should like to point out that between the last enhanced dearness allowance and the present one, prices have increased to such a height, that

the present enhanced dearness allowance of Rs. 5 has no bearing. Even if they have granted an enhanced dearness allowance of Rs. 20, that would not have met the situation. We are distinctly of opinion that the Committee are not pursuing a correct policy in allowing the prices of necessaries to go up and granting dearness allowance at inadequate rates. All their efforts should be concentrated on bringing down the prices. Speaker after speaker both in Assembly and in the Council has brought to the notice of the Government the sufferings of the people on account of the soaring prices and pleaded with the Government to bring them down. Beyond stating that the Government are taking effective steps, it seems the machinery is moving slowly. What the people want is the lowering of the prices, and stabilising them at that level.

*House Rent Allowance :*

While we are thankful to the Government for granting dearness allowance at rates given to N.G.O's, the only allowance that has not been granted to the members of the teaching profession is the House Rent Allowance. The Hon'ble Minister for Education, two years back stated on the floor of the Council that he was considering that question and teachers have been eagerly expecting that at least this year he would grant it. There is no justification for the Government in not granting that yet.

The total expenditure would come to about 15 lakhs of rupees. In our State when the income is nearly 60 crores, this expenditure on House Rent Allowance is a very small one. But if this is granted it will have a psychological effect on the members of the teaching profession. The sooner the Government do it, the better will be the appreciation of the earnest efforts taken by the Government to meet the grievances of the teachers. We are aware of the various steps taken by the Government to improve the status and the economic condition of the teachers. But all these have been off-set by the soaring prices of necessaries of life. It is hoped that at least during the budget session, the Minister for Education will make an announcement in granting the House Rent Allowance.

*Teachers Honoured :*

We congratulate Sri Kanniappa Mudaliar, Headmaster, Pachayappa's High School, Conjeevaram, and Sri Padmanabhan, Headmaster, Tiru-Vi-Ka Elementary School, Madras, on their acquisition of President's Award for Teachers.

Mr. A. M. Kanniappa Mudaliar, B.A.L.T., has been long associated with the South India Teachers' Union as a member of the Executive Board. He is Chairman of the Benevolent Fund Administration Committee. His faith in professional organisation is deep-rooted, which is obvious in his close attachment not only with the South India Teachers' Union, but also with the Chingleput District Teachers' Guild. He takes active part in any Conference or meeting of teachers attended by him and brings to bear on his talk a sane and sober expression of his thoughts and experience. He has a long record of sincere service as a teacher and later as Headmaster and has rendered that service without pomp and show of power. He is a pious person and fully realises the basic need of religion in one's life. He has a few more years of service before retirement. May God grant him health and happiness to be of use to society during the remaining years of active service and in retirement.